

DOCUMENT RESUME

ED 199 620

CG 015 048

TITLE Adaptations of Homemaking Skills for the Aged: Food Purchasing. Teacher's Manual and Participant's Manual.

INSTITUTION Florida State Univ., Tallahassee. School of Home Economics.

SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE 78

GRANT DVE-8-78-2000

NOTE 58p.; For related documents see CG 015 045-050.

AVAILABLE FROM Florida Department of Education, Division of Vocational Education, Dissemination and Diffusion Section, Knott Bldg., Tallahassee, FL 32304 (\$1.93).

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Adjustment (to Environment); Adult Education; *Aging (Individuals); Home Health Aides; *Homemaking Skills; *Home Management; Older Adults; *Physical Disabilities; Programed Instruction; Secondary Education; *Skill Development; Students; Task Analysis

ABSTRACT

This manual is designed for use with adult or secondary school home economics students to enhance their awareness of the tasks and physical limitations faced by aged homemakers, and to identify possible adaptations for making the food purchasing task easier and more efficient for older adults. The most frequently performed food purchasing tasks are presented in a self-instructional, programed learning format with pre- and post-tests. The learning activities and information sheets focus on analyzing each food purchasing task and providing alternative strategies to facilitate task accomplishment. The appendices contain a glossary, facilitator instructions, sample worksheets for duplicating the materials, and a reference list. (Author/KMF)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED199620

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

FOOD PURCHASING

TEACHER'S MANUAL

AND

PARTICIPANT'S MANUAL

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Ruth C. Peetle

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

CG 015048

1978

State of Florida Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida 32304

DEC 4 1980

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

© State of Florida, Department of State, 1978

Authorization for reproduction is hereby granted to educators in the State System of Public Education as defined in 228.041(1) Florida Statutes. No other party may reproduce or transmit any part of this publication without permission in writing from the publisher.

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

FOOD PURCHASING

TEACHER'S MANUAL

**Project 7-052
Final Report**

**Ruth E. Pestle, Project Director
Catherine F. Wilcox, Research Assistant**

1978

**College of Home Economics
The Florida State University
Tallahassee, Florida 32306**

Acknowledgements

Special thanks are expressed to the following people who made significant contributions to the development of this module.

Project Secretaries: Kathy Duval
Carol Lynn Johnson
Marguerite Archer

Artwork: Ed Augustyniak
Ira Friedman

Photography: Diane Hull
Deborah Ansley Parrish

Models for Pictures: Senior Citizens in Tallahassee

Teachers Involved in Fieldtesting Module:

Mrs. Pauline Cook
Vernon High School
Vernon, Florida

Mrs. Betty Lou Joanos
Lincoln High School
Tallahassee, Florida

Mrs. Harline Roberts
Mrs. Virginia Woods
Mrs. Pat Mihalik
Edward H. White High School
Jacksonville, Florida

Mrs. Lois Sweat
Madison High School
Madison, Florida

The module, Adaptations of Homemaking Skills for the Aged: Food Purchasing, has been designed for use by your students in order that they might become: (1) more aware of tasks the aged homemaker faces, (2) more aware of the physical limitations and problems which affect the aged homemaker, and (3) better acquainted with some of the adaptations in making a list, selecting a market, and purchasing food which will make the performance of these tasks easier and more efficient for the aged homemaker.

Since the number of people over age 65 is increasing, independent living for the aged has become a major concern of home economists. The information that your students learn in this module will enable them to help aged people live independently in their own homes for a longer period of time. The module has been designed in such a way that it could be used with an entire class, part of a class, or even a single student. It can be used both inside and outside of the classroom.

After successfully completing this module, your students will be able to suggest adaptations in the tasks involved with food purchasing which will make food purchasing easier and more efficient for the aged homemaker. Your students could use this information to help aged relatives or neighbors. This module will also help your students to better understand the post-middle-aged phase of the life cycle. They may form a more positive attitude about older people in general as well as gain a better understanding of aging as a life-long developmental process.

Some of your students may use the information they learn in this module as the beginning of their training in the field of home health care. Work opportunities are plentiful for people called by such job titles as homemaker-home health aides, home health aides, or homemakers.

You may be a teacher of adult students or if you are a secondary school home economics teacher, you may teach adult classes at night. This module can be used with adult students, too. Like secondary school students, the adult students may use the information to help aged relatives or neighbors and to better understand the aging process. Many middle-aged adults find the positions of homemaker-home health aide, home health aide, or homemaker to be excellent part-time employment. Adults who have not been in the work force for a number of years because of family

or other commitments often find these positions to be fulfilling employment when they return to work.

When you read the module, you will notice that only certain food purchasing tasks are discussed. It is not the intent of the module to present all of the problems an aged homemaker might encounter when purchasing food. Therefore, only the most common problems and tasks are discussed.

ORGANIZATION OF THE MODULE

The module has been designed in such a way as to allow students to work independently. Since the teacher interacts with students only when distributing and grading pretests and posttests, students are allowed to direct their own learning and to work at their own rate.

Pages i and ii introduce students to the module. Explicit *Instructions* for completing the module are given. *Performance Objectives* are stated so that students know exactly what they must learn. A *Glossary* of terms and definitions are provided on page iii to aid students in understanding the *Information Sheets*.

Pages 1 and 2 contain the *Introduction* to the *Information Sheet* and *Learning Activity One*; pages 3 through 13 contain *Information Sheets* dealing with the problem of a low food budget and *Learning Activities Two and Three*; pages 13 through 18 contain *Information Sheets* dealing with the problem of low energy and *Learning Activities Four and Five*; pages 19 and 20 contain an *Information Sheet* dealing with limited vision and *Learning Activity Six*; pages 21 and 22 contain an *Information Sheet* dealing with special nutritional needs and *Learning Activity Seven*; page 23 contains an *Information Sheet* dealing with limited storage; and pages 24 and 25 are *Learning Activities Eight and Nine*. The module has been organized in this way in order to stress adaptations in food purchasing skills that can help the aged homemaker with each of the problems listed. Since *Learning Activities* are located immediately after the discussion of each task and its adaptations rather than at the end of the module, they provide immediate reinforcement of the information about each task. This manner of organization may also foster feelings of accomplishment in students who are unable to complete the entire module in one class period.

Quest Activities, which students will enjoy performing, are located on page 26 of the module. These activities allow students to further explore the ideas which have been presented in the *Information Sheets*.

USING THE MODULE

The module can be used with any number of students. It can be used both inside and outside of the classroom with either secondary school students or adult students. The module may be used by itself or with other modules in this series (Adaptations of Homemaking Skills for the Aged: Nutritional Needs, Food Management, Laundry, Housekeeping or Working With the Aged).

Testing

After receiving a module and reading the Instructions on pages i and ii, each student will ask you for a Pretest and an accompanying Answer Sheet. You will find a master copy of the Pretest-Posttest in Appendix B of this manual and a master copy of the Pretest-Posttest Answer Sheet in Appendix C of this manual. After completing the Pretest, the student will return the Pretest and the Answer Sheet to you. You should then evaluate the student's performance on the Pretest using the Key located in Appendix A of this manual. You should instruct those students who pass the Pretest by making 13 (90%) or more correct responses to turn to the Quest Activities on page 26 of the module and do the activities there. Students who do not pass the Pretest by making 13 (90%) or more correct responses should be instructed to begin reading on page 1 of the module and read and complete Learning Activities until ready to take the Posttest. Be sure to give each student an Answer Sheet along with the module so they can write the answers to the Learning Activities located in the module.

After completing the module and preparing for the Posttest, each student will ask you for a Posttest and an accompanying Answer Sheet. Since the Posttest is the same as the Pretest, you will again find a master copy of the Pretest-Posttest in Appendix B and a master copy of the Pretest-Posttest Answer Sheet in Appendix C of this manual. When the student returns the Posttest and the Answer Sheet to you, you should evaluate his/her performance on the Posttest using the Key located in Appendix A of this manual. You should then instruct those students who pass the Post-

test by making 13 (90%) or more correct responses to turn to the Quest Activities on page 26 of the module and do the activities there. Students who do not pass the Posttest by making 13 (90%) or more correct responses should be instructed to re-study the Information Sheets and Learning Activities in the module until they are ready to take the Posttest again. Each student should make 13 or more correct responses on the Posttest before going to another module.

Information Sheets and Learning Activities

The module instructs students to write their answers to all Learning Activities on an Answer Sheet. You will find a master copy of the Learning Activity Answer Sheet in Appendix D of this manual. If you notice a student writing directly in the module, you should remind him/her that he/she should write on the Answer Sheet provided so that the module will be reusable.

The module also instructs students to use the Self-Check on page 27 of the module and to correct answers on their Answer Sheets. Students sometimes think that this is "cheating." If you notice that a student is not using the Self-Check and/or is not correcting his/her answers, you should remind him/her that it is both honest and necessary to do these things.

Quest Activities

As previously mentioned, Quest Activities are provided in order that students may further explore ideas which were presented in the Information Sheets. Since your students will complete the module at different times, they will also begin to do the Quest Activities at different times. It is therefore important that the materials needed in order for your students to complete the Quest Activities are available when needed. It is best to obtain the materials before your students begin to work on the module.

While your students are required to do quite a bit of reading and writing in the module, the Quest Activities afford them a chance to experience some of the things about which they have been reading. By experiencing these things, your students will become more aware of the meaning of aging. You should encourage students to complete the Quest Activities by showing interest and enthusiasm about the activities.

Duplication of Pages

Since students will not write directly in the modules, you will need to duplicate only a few pages in order to re-use the modules. The master copy of the Learning Activities Answer Sheet located in Appendix D of this manual must be duplicated each time the modules are to be used.

A master copy of the Pretest-Posttest is located in Appendix B of this manual. You will need to duplicate the number of copies which you will need in using the modules. Since students do not write directly on the Pretest-Posttests, you will need to duplicate copies only once. These copies can be used repeatedly.

REFERENCE LIST

General references on aging as well as references specific to food-related needs of the aged are included in the following list. You may want to read several of these in order to become familiar with some of the current literature on aging.

GENERAL REFERENCES

- AARP-NRTA. *Better retirement books*. Long Beach: AARP-NRTA 1970-1975.
- AHEA. *Focus on aging*. Washington, D. C.: AHEA, 1977.
- Busse, E. W. and E. Pfeiffer. *Behavior and adaptation in later life*. Boston: Little, Brown and Company, 1969.
- Butler, R. N. *Why survive? being old in America*. New York: Harper & Row, 1975.
- Butler, R. N. and M. I. Lewis. *Aging and mental health*. Saint Louis: C. V. Mosby, 1973.
- Comfort, A. *A good age*. New York: Crown, 1976.
- Loether, H. J. *Problems of aging* (2nd ed.). Encino, California: Dickenson, 1975.
- National Council for Homemaker-Home Health Aide Services, Inc. *Homemaker-home health aides . . . training manual*. New York: National Council for Homemaker-Home Health Aide Services, Inc., 1967.
- National Council for Homemaker Services. *A unit for learning about homemaker-home health aide service*. New York: Council on Social Work Education and National Council for Homemaker Services, Inc., 1968.
- The later years - part I. *Tips and Topics in Home Economics*, 16(3), 1-8.
- The later years (and death) - part II. *Tips and Topics in Home Economics*, 16(4), 1-11.
- The graying of America. *Newsweek*, February 28, 1977, pp. 50-65.
- Woodruff, D. S. A physiological perspective of the psychology of aging. In D. S. Woodruff and J. E. Birren (Eds.), *Aging - scientific perspectives and social issues*. New York: Van Nostrand Company, 1975.

REFERENCES ON FOOD FOR THE AGED

AARP. *Your retirement food guide*. Long Beach: AARP-NRTA, 1970.

Administration on Aging. *The nutrition program for the elderly*. Oregon State University: HEW, 1973.

American National Red Cross. *Home nursing textbook*. New York: Doubleday & Co., Inc., 1975.

Kinder, F. *Meal management*. New York: The MacMillan Co., 1973.

Klinger, J. L., Frieden, F. H., Sullivan, R. A. *Mealtime manual for the aged and handicapped*. New York: Essandress Special Editions, 1970.

Klippstein, R. N., Keown, G. M. *Concerns of the aging: nutrition abstracts and reference materials for professionals*. Washington: AHEA, 1976.

Martin, E. A. *Nutrition in action*. New York: Holt, Rinehart, & Winston, 1971.

Redick, S. S. *A guide for teaching nutrition and foods*. Danville: Interstate Printers and Publishers, Inc., 1976.

Robinson, C. H. *Nutrition in action*. New York: Holt, Rinehart, & Winston, 1973.

Appendix A

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:
FOOD PURCHASING

PRETEST-POSTTEST

- I. The following case study has to do with problems the aged homemaker has when purchasing food. Read the case study, then read the questions following it. Write the letter of the correct response in the place provided for Section I on your answer sheet.

Sarah Miles, a 68 year old widow, lives in a small apartment in a large apartment complex. She has a few friends in town but for the most part uses public transportation because she does not have a car. Mrs. Miles does all the meal planning and shopping herself. She has been advised by her doctor to watch her weight and to exercise regularly. Because her apartment is small, she has little space for food storage. Mrs. Miles is faced with two consumer problems common to the aged homemaker. The two problems are special nutritional needs because of overweight and limited storage in her small apartment.

1. Three of the following adaptations would help Mrs. Miles with her problem of special nutritional needs. Which *one* would NOT help her with this problem?
 - A. Use the basic four food groups when planning meals.
 - B. Eat regular meals with others when possible rather than snacking alone.
 - C. Have vision checked and get prescription glasses if needed.
 - D. Learn the calorie values for foods and limit high calorie snacks.
2. Three of the following adaptations would help Mrs. Miles with her problem of limited storage in her apartment. Which *one* would NOT help Mrs. Miles with this problem?
 - A. Buy only those food items needed between trips to the store.
 - B. Get a part-time job to take up free time.
 - C. Make a list before shopping.
 - D. Make short, frequent trips to the store rather than buying large supplies in one trip.

- II. Purchasing food is a problem for many aged homemakers because they have a limited food budget. Look at the pictures below and select the answer that matches the picture best to help the aged homemaker with a small amount of money to spend for food. Item 1-5 deal with adaptations which can be helpful to the aged homemaker who has only a small amount of money to spend for food, choose the response from those given which best describes the adaptation the picture suggests. Place the letter of the correct adaptation in the place provided for Section II on your answer sheet.

1.



- A. buy only small sized cans
- B. buy the cheapest brand
- C. limit buying of high calorie snack foods
- D. limit buying of fruits and vegetables

2.



- A. Do not use a list when shopping for food.
- B. Make a list but buy what looks good at the store.
- C. Make a list of needed foods and *only* buy those.
- D. Put substitutes on the list for needed foods that might be priced too high at the store.

3.



- A. Find pictures of some favorite foods.
- B. Use coupons and ads to save money on needed foods.
- C. Use coupons and ads to select foods even if they are not really needed.
- D. Save money by leaving meat out of meals.

4.



BLUE LAKE GREEN BEANS	
8oz.....	24 cents
.03/oz.	

BLUE LAKE GREEN BEANS	
1lb.6oz.....	88 cents.
.04/oz.	

- A. buy green beans often
- B. use unit pricing to decide which of the two sizes is the best buy.
- C. Food costs the same no matter what size is purchased.
- D. The smaller package costs more for what it contains than the larger package.

5.



- A. The elderly should apply for food stamps if they need them.
- B. Food stamps can be used for other things besides groceries.
- C. Food stamps are available for anyone to use to buy food.
- D. Food stamps are no longer available for aged homemakers.

III. For consumers with low energy, several adaptations can be made. Write the letter of the correct response in the place provided on your answer sheet for Section III.

1. Shopping lists should be arranged to match the _____ to save steps in the store.
 - A. newspaper ads
 - B. store layout
 - C. food groups
 - D. likes and dislikes of the shopper
2. _____ should be purchased when possible. They will save time and energy in preparation because part of the work is done by the manufacturer.
 - A. convenience foods
 - B. fresh vegetables
 - C. snack foods
 - D. desserts
3. A _____ can be used to take food home from the store when the store is within walking distance.
 - A. taxi
 - B. car
 - C. shopping cart
 - D. motorcycle
4. A _____ is a good way to carry small amounts of groceries when using public transportation because they will not tear open.
 - A. paper bag
 - B. canvas shopping bag
 - C. shopping cart
 - D. wagon

**ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:
FOOD PURCHASING**

**PRETEST-POSTTEST
KEY**

Section I.

1. C
2. B

Section II.

1. C
2. D
3. B
4. B
5. A

Section III.

1. B
2. A
3. C
4. B

Section IV.

B C G H (in any order)

IV. Suppose you lived with an aged homemaker whose vision was limited. Write the letters of the *four* adaptations which would help the aged homemaker *with limited vision* when making a list, selecting a store, and purchasing food in the place provided for Section IV on your answer sheet.

- A. choose a store with free gifts and stamps
- B. choose a store with clear directions and shelves arranged so products are easy to find
- C. use a magnifying glass
- D. wear a hearing aid
- E. choose a store with high prices
- F. buy name brands instead of store brands
- G. choose a store with good lighting and wide, uncluttered aisles
- H. store food one layer deep

Appendix C

**ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:
FOOD PURCHASING**

**PRETEST-POSTTEST
ANSWER SHEET**

Section I.

- 1.
- 2.

Section II.

- 1.
- 2.
- 3.
- 4.
- 5.

Section III.

- 1.
- 2.
- 3.
- 4.

Section IV

— — — —

Appendix D

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED: FOOD PURCHASING

LEARNING ACTIVITIES ANSWER SHEET

LEARNING ACTIVITY ONE – PAGE 2

- 1.
- 2.
- 3.
- 4.
- 5.

Turn to page 27 and check your answers!

LEARNING ACTIVITY TWO – PAGE 10

Turn to page 27 and check your answers!

LEARNING ACTIVITY THREE – PAGE 11

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Turn to page 27 and check your answers!

LEARNING ACTIVITY FOUR – PAGE 15

Shopping List

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Turn to page 27 and check your answers!

LEARNING ACTIVITY FIVE – PAGE 18

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Turn to page 27 and check your answers!

LEARNING ACTIVITY SIX – PAGE 20

- 1.
- 2.
- 3.
- 4.
- 5.

Turn to page 27 and check your answers!

LEARNING ACTIVITY SEVEN – PAGE 22

Turn to page 27 and check your answers!

LEARNING ACTIVITY EIGHT – PAGE 24

A	O	G	M	G	R	E	P	A	C	K	A	G	I	N	G	U
R	E	L	C	X	V	O	R	G	A	F	D	O	C	T	Y	T
D	C	O	M	P	A	R	E	P	R	I	C	E	S	M	V	T
G	N	I	D	W	D	C	N	C	T	B	E	X	S	V	F	U
X	P	B	K	J	S	W	S	I	S	U	W	T	U	S	R	Y
S	O	H	S	X	M	T	C	F	A	B	V	R	H	I	S	E
I	B	E	D	G	J	F	O	O	D	S	T	A	M	P	S	O
N	I	L	F	Q	H	N	U	L	K	X	N	S	F	M	G	O
G	H	P	E	Y	A	Q	C	O	B	H	N	U	R	H	T	F
L	F	E	R	C	L	E	A	N	M	U	I	R	V	W	B	Y
E	X	R	G	U	I	O	N	S	P	M	T	Y	I	R	E	C
S	M	G	U	I	O	N	S	P	M	T	Y	I	R	E	C	Y
E	W	X	F	T	H	U	N	I	S	P	E	C	H	A	L	S
R	H	N	D	Y	J	F	H	U	J	R	F	E	H	U	I	D
V	Q	A	W	S	E	D	R	F	F	T	I	Y	S	U	J	G
I	A	Z	S	X	D	C	F	E	F	C	H	U	J	I	H	L
N	M	J	N	D	I	R	E	C	T	I	O	N	S	F	T	A
G	Z	R	C	T	V	Y	B	U	N	N	M	O	P	Q	X	E
S	H	O	P	P	I	N	G	B	A	G	R	F	T	G	Y	H

Turn to page 27 and check your answers!

ANSWER SHEET (continued)

LEARNING ACTIVITY NINE – PAGE 25

A.

B.

C.

D.

E.

Turn to page 28 and check your answers!

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

FOOD PURCHASING

1978

State of Florida Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida 32304

DEC 4 1980

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

© State of Florida, Department of State, 1978

Authorization for reproduction is hereby granted to educators in the State System of Public Education as defined in 228.041(1) Florida Statutes. No other party may reproduce or transmit any part of this publication without permission in writing from the publisher.

**ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:
FOOD PURCHASING**

**Project 7-052
Final Report**

**Ruth E. Pestle, Project Director
Catherine F. Wilcox, Research Assistant**

1978

**College of Home Economics
The Florida State University
Tallahassee, Florida 32306**

INTRODUCTION

Because we can perform food purchasing duties with relative ease, we sometimes forget that food purchasing might present some problems for the aged homemaker. This module will help you become (1) more aware of tasks that the aged homemaker faces, (2) more aware of the physical limitations and problems that affect the aged homemaker, and (3) better acquainted with some of the adaptations in making a list, selecting a market, and purchasing food which will make these tasks easier and more efficient for the aged homemaker. With this information, you will be able to help the aged become more independent and thus remain in their homes for a longer period of time.

INSTRUCTIONS

The steps listed below explain what you must do in order to complete this module. Read each of these steps, then return to step 1 and begin to work on the module.

1. Read these Performance Objectives:
 - A. List five problems which could limit the ability of the aged homemaker to make a shopping list, select a market, and purchase food.
 - B. For each problem in Objective 1, list possible adaptations which would help the aged homemaker make a list or select a market.
 - C. For each problem in Objective 1, list possible adaptations which would help the aged homemaker in purchasing food.
2. Make arrangements with your teacher to take a test (Pretest) based on the Performance Objectives you just read. Ask your teacher for a Pretest and an Answer Sheet. *Please do not write your answers on the Pretest! Write your answers on the Answer Sheet.*
3. Take the Pretest.
4. Return the Pretest and the Answer Sheet to your teacher. Let your teacher check your Pretest.
5. If your teacher tells you that you gave 13 (90%) or more correct responses on the Pretest, you may either (a) begin another module; or, (b) complete the Quest Activities on page 26 of this module.

If your teacher tells you that you did not give 13 (90%) or more correct responses on the Pretest, you should turn the page and begin this module.

6. Read and study the Glossary on page iii in order to become familiar with some of the terms that you will see on the Information Sheet.
7. Read the Information Sheets and complete the Learning Activities in order to prepare yourself to take a Posttest. *Please do not write in this module! Write the answers to each Learning Activity in the appropriate place on the Answer Sheet provided to you. After writing your answers to each Learning Activity, turn to the Self-Check on page 27 of this module and check your own answers. If you have any incorrect answers, change the answers on your Answer Sheet after looking at the Self-Check. Re-read any part of the Information Sheet with which you are having difficulty.*
8. Make arrangements with your teacher to take a test (Posttest) based on the information in this module. Ask your teacher for a Posttest and an Answer Sheet. *Please do not write your answers on the Posttest! Write your answers on the Answer Sheet.*
9. Take the Posttest.

10. Return the Posttest and the Answer Sheet to your teacher. Let your teacher check your Posttest.
11. If your teacher tells you that you gave 13 (90%) or more correct responses on the Posttest, you may either (a) begin another module; or, (b) complete the Quest Activities on page 26 of this module.

If your teacher tells you that you did not give 13 (90%) or more correct responses on the Posttest, re-read and study the Performance Objectives and the Information Sheet, then re-take the Posttest until you give 13 (90%) or more correct responses.

GLOSSARY

<i>Adaptation</i>	A change that makes something easier.
<i>Calories</i>	A unit of energy from food.
<i>Cholesterol</i>	Fat made in the body by the liver, also found in animal foods.
<i>Consumer</i>	Anyone who buys or uses goods or services.
<i>Convenience food</i>	A food that has been partly prepared before it is packaged for sale; saves the consumer time and energy.
<i>Dentures</i>	False teeth.
<i>Fiber</i>	Tough, thread-like substance which gives shape and texture in some foods.
<i>Lack of energy</i>	Decrease in ability to be active, sometimes resulting in feeling tired.
<i>Nutrient</i>	Component of food necessary for life and health.
<i>Nutritional labeling</i>	Information about nutrients found in the food; is not required on all foods.
<i>Produce</i>	Fresh fruits and vegetables.
<i>Unit pricing</i>	Method used in grocery stores to help the shopper decide what is the best buy.

FOOD PURCHASING

The aged homemaker faces a number of limitations which make the role of consumer of food more difficult. A consumer is someone who purchases things or pays for services.

One problem which will limit the purchasing power of an aged homemaker is a low food budget. Many older people are living on a fixed income and trying to cope with rising prices of most goods and services.

Lower energy level is another important limiting factor. Because of the lowered number of working cells that occurs with aging, older people may have less energy than they used to have. This may be a problem in purchasing food because of the physical work required to lift food and reach food on the shelves. Canned goods are especially heavy. Pushing carts in today's food market does require energy especially when many items are needed.

Some older people may find their vision is increasingly limited. They may or may not be able to afford examinations and glasses. If these are problems, the elderly shopper will not be able to make use of the many consumer aids in food buying. Some of these are labeling, open dating, unit pricing, newspaper ads, and coupons.

The nutritional needs of the aged are important to consider when purchasing food. The need for some fiber in foods and liquids is important while there is a decreased need for calories. High cholesterol and high sodium intakes are not desirable because they may endanger health. Attention must be given to textures and flavor of food because of dental problems and lessened sense of taste and smell. All of these factors should be considered in planning meals and purchasing food.

What can be done to help the elderly homemaker overcome these problems? There are three tasks in consumer food buying to consider:

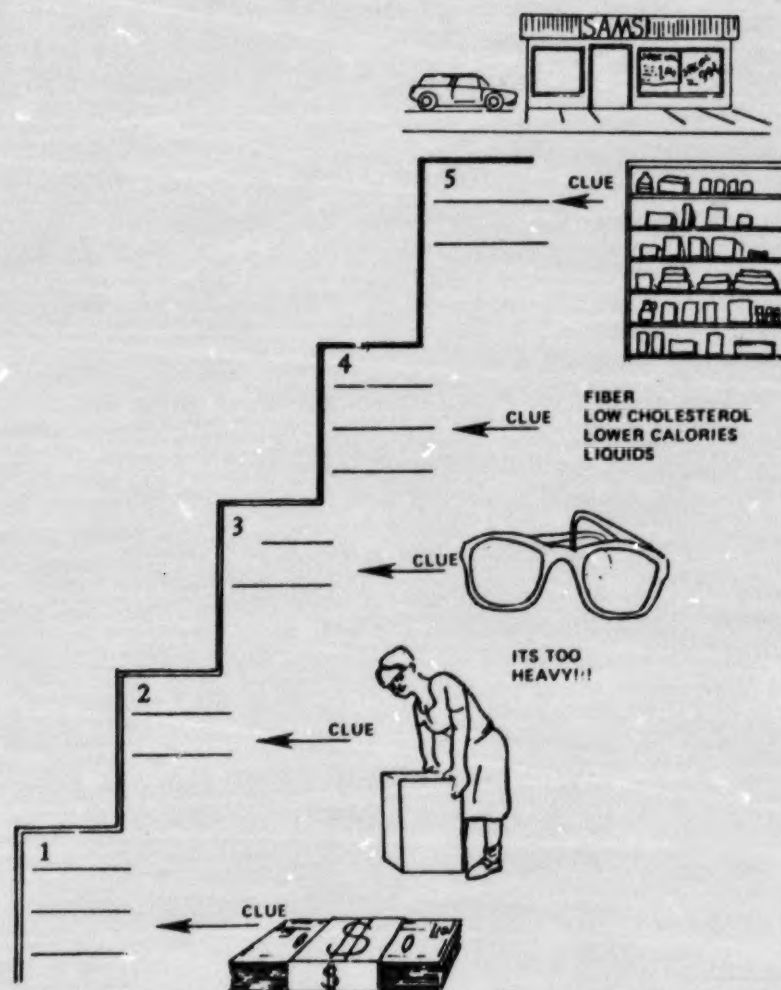
1. making a list,
2. choosing a market, and
3. food purchasing.

For each task, depending on the person performing it, adaptations can be made to solve the problems that occur. The problems are: low food budget, low energy, limited vision, special nutritional needs, and limited storage.

LEARNING ACTIVITY ONE

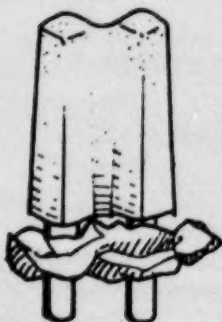
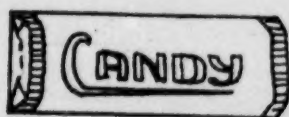
PURCHASING PROBLEMS

Directions: As an elderly homemaker and consumer of food, there are stumbling blocks on the way to a good diet and buying habits. The drawings below are clues to the problems which commonly affect the aged homemaker. Write the name of the problem which the picture suggests in the place provided for Learning Activity One on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 27 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.



MAKING A LIST FOR A LOW FOOD BUDGET

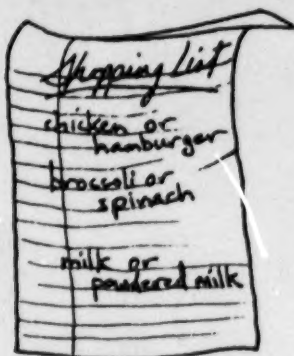
A low food budget means a person has less money to spend but still must have good food to maintain health. Many older people find they are faced with this problem. When making a list, foods with little nutritional value except calories should be avoided. The price of these foods is high when compared to the lack of needed nutrients in the foods. Some of these foods are:



By avoiding these foods, a person can get a balanced diet with less expense. Another way to save money is to include some foods on the list, substitutes, which would do as well as those planned in case the price is too high at the store. Examples of such foods are:

- spinach for broccoli
- powdered milk for milk
- hamburger for chicken

By substituting a lower priced food of about the same nutritional value for a higher priced food, money can be saved without loss of needed nutrients.



The newspaper and magazines can help save on the food budget, too.



Coupons and food ads can be used when planning and making a list. They will save money on needed foods. Coupons and ads can also waste money if a food is not going to be eaten but is purchased only because it is on sale. New products may be introduced in food stores with either a special sale or a coupon. This would be a good time to try some new foods if the food budget will allow it.

Let's review.

Three adaptations to help the homemaker with a low food budget are:

1. buy fewer items which are low in nutritional value,
2. have substitutes in mind for expensive foods on the shopping list, and
3. use ads and coupons to find food at reduced prices.

CHOOSING A MARKET FOR A LOW FOOD BUDGET

A low food budget will make store selection based on price-related factors important. A simple comparing of prices of different foods from store to store will tell a lot about the general price trend of a store. Time should be taken to try several stores within reach either by walking or convenient public transportation. This comparison shopping will help to increase the amount purchased with each food dollar. Unit pricing should also be used when comparing foods of different sizes or brands in one store. When a store has unit pricing, it means the price is listed under the food item in a unit common to the food items compared. For example, look at the two cans of green beans.



BLUE LAKE GREEN BEANS

8oz.....24 cents
 .03/oz.



BLUE LAKE GREEN BEANS

1lb.6oz.....88 cents.
 .04/oz.

Which is cheaper? Look at the price per ounce. The smaller package (8 oz.) is cheaper in this case. Some stores have extra services such as games, dishes, and green stamps and these usually mean higher food prices. Most stores accept food stamps but this should be checked before shopping if food stamps are to be used. Reading the local newspaper will give some clue as to the amount and the quality of sales and specials at each store. Some stores advertise weekly, some more often, and some not at all.

If the food budget is low, remember in choosing a market to:

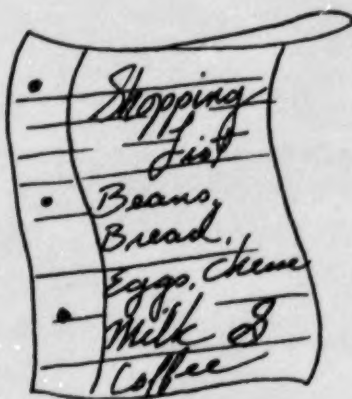
1. compare prices
2. look for unit pricing and use it
3. consider added cost of special services
examples are: green stamps
 games
 dishes
4. check to see if food stamps are accepted before shopping

PURCHASING FOOD WITH A LOW FOOD BUDGET

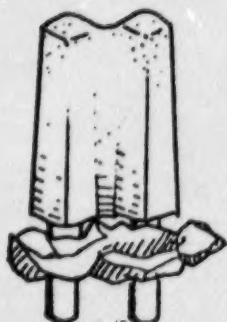
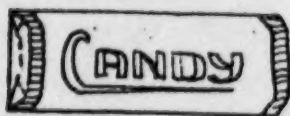
The biggest task facing the consumer is food purchasing. The homemaker with a low food budget can use some of the adaptations which helped in making a list and choosing a market.



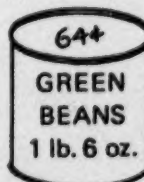
Coupons and ads will help save on needed foods.



Making and using a list will cut down on impulse buying.



Limit buying of low nutritional value snacks and desserts.

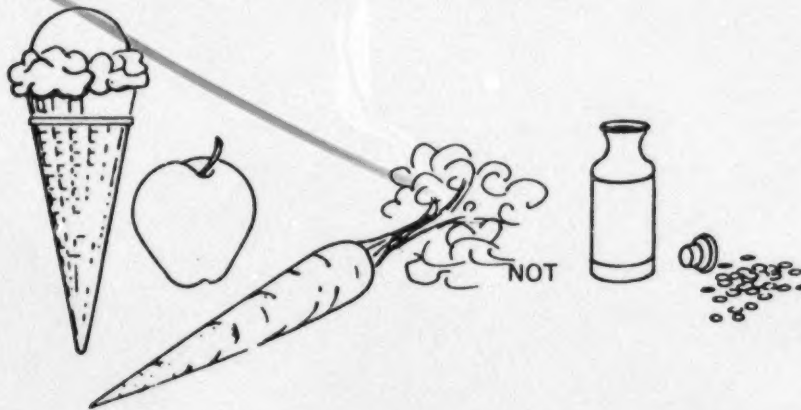


BLUE LAKE GREEN BEANS			
8oz		42 cents	
	.05/oz.		

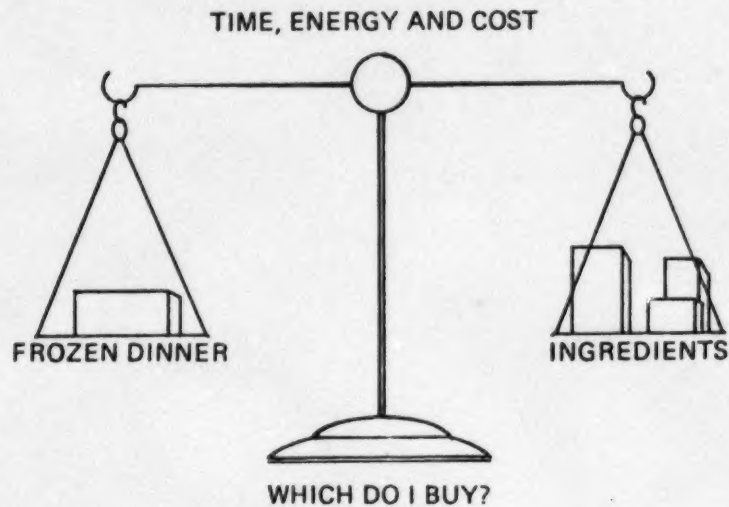
BLUE LAKE GREEN BEANS			
1 lb. 6oz.		64 cents	
	.03/oz.		

Use unit pricing. The smallest container is not always more expensive. Unit pricing will help to judge the better buy.

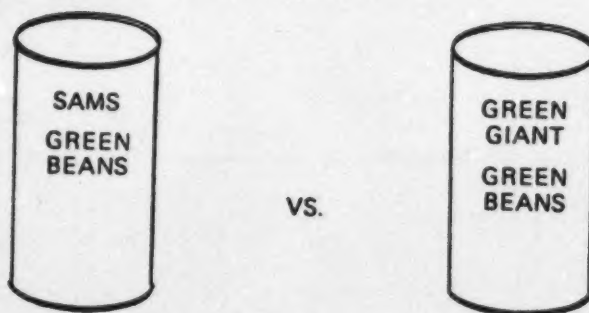
These ideas will also help save money. Vitamin or mineral pills, unless prescribed by a doctor, are not necessary and cost money. Instead, money can be spent for foods which have vitamins and minerals in them. It's more fun to eat a meal than to take a pill!



Convenience foods may cost a lot because some of the work is done for you. Weigh the extra cost of convenience against the time and energy needed to prepare the food yourself.



Another way to save money when the food budget is low is to buy store brands when available. They are usually less expensive and the quality may be just as high.



Do you remember what things can help increase buying power when the food budget is low?

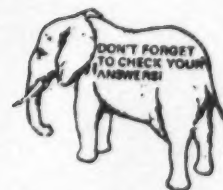
1. use ads and coupons
2. limit low in nutritional value food items
3. make a list
4. don't purchase vitamin and mineral pills unless prescribed by a doctor
5. buy store brands of less expense
6. convenience foods may cost more but can save time and energy

LEARNING ACTIVITY TWO

A LOW FOOD BUDGET

Directions: Mary Carter is an older person faced with the problem of a low food budget. Her only sources of income are the small retirement pension she receives monthly and the occasional checks her daughter sends to help. Look at the adaptations listed below and write the letters of the four adaptations which would help Mary Carter make a list or select a market in the place provided for Learning Activity Two on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 27 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

- A. List foods in order of store layout.
- B. Have substitute foods in mind for expensive foods.
- C. Use basic four in planning meals.
- D. Use coupons and food ads.
- E. Buy few low in nutrition snack foods.
- F. Use a magnifying glass.
- G. Compare prices in different stores.
- H. Look for games and prizes in a store.
- I. Do not use food stamps.



LEARNING ACTIVITY THREE

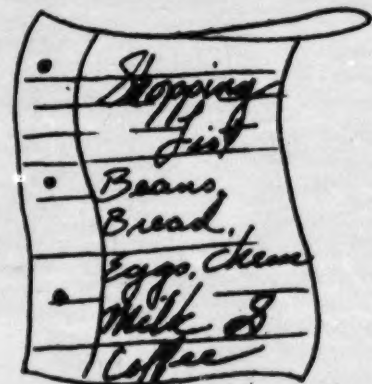
FOOD PURCHASING WITH A LOW FOOD BUDGET

Directions: Buying food can be a difficult task even when a list is made and a good store is chosen, if the food budget is low. The pictures below are clues to adaptations which would help the aged homemaker when purchasing food. Write the adaptation each picture suggests in the place provided for Learning Activity Three on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 27 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

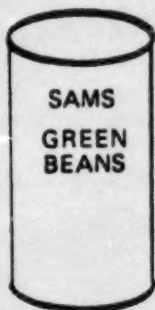
1.



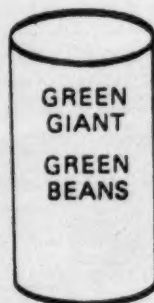
2.



3.



VS.



4.



5.



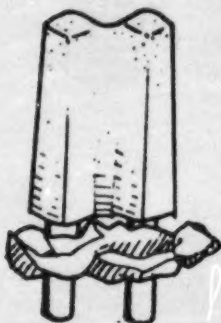
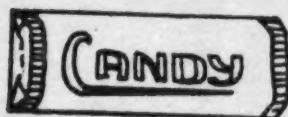
BLUE LAKE GREEN BEANS

8oz.....24 cents
 .03/oz.

BLUE LAKE GREEN BEANS

1lb.6oz.....88 cents.
 .04/oz.

6.



7.



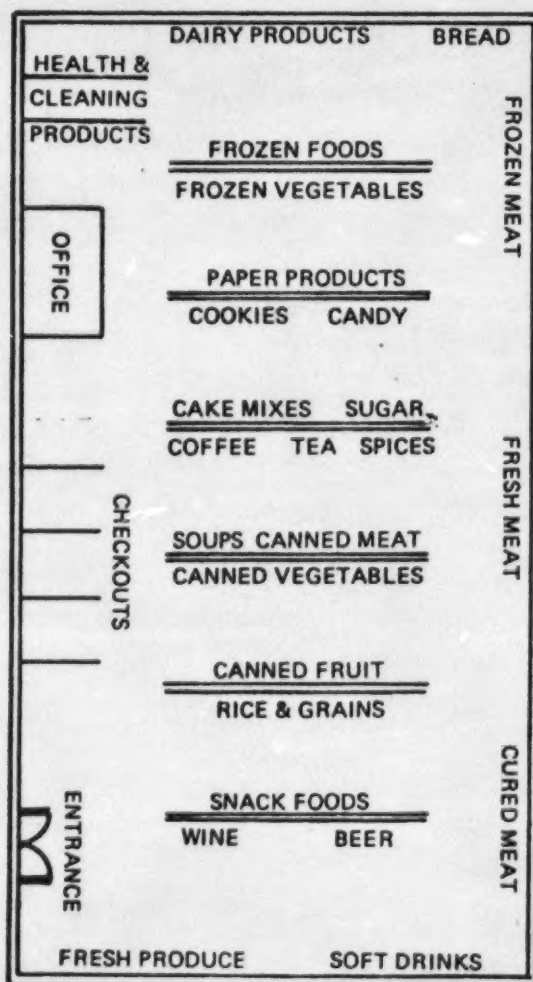
12

12



MAKING A LIST FOR LOW ENERGY SHOPPERS

What can be done if an older person has little energy for shopping? If the store is familiar, the list could be made with the store layout in mind. One trip through the store will save time and steps. Items should be grouped on the list according to their grouping in the store aisles. This will allow the shopper to go through each aisle once without backtracking.



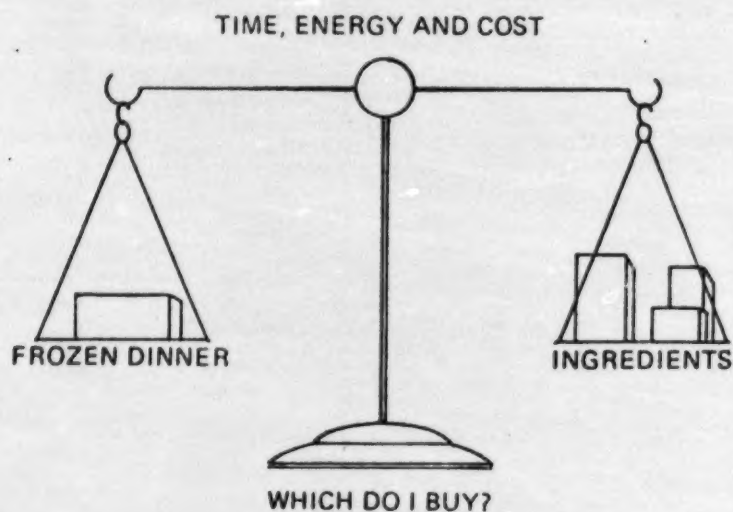
THE LIST WOULD HAVE:

skim milk	
cottage cheese	
eggs	milk and dairy aisle
sour cream	
margarine	
canned spaghetti	
tuna	canned meat and vegetable aisle
green beans	
english peas	
peaches	canned fruit
saltine crackers	cookie aisle
bread	bread aisle
hamburger	
chicken legs	fresh meat
frozen lima beans	frozen vegetable aisle
frozen corn	
carrots	fresh produce aisle
lettuce	
bananas	

A convenience food is one which has been partly or wholly prepared when purchased. Including convenience foods on the shopping list can save energy and does not have to increase spending. Convenience foods can help the older person have a good diet and save time and energy. Examples are:



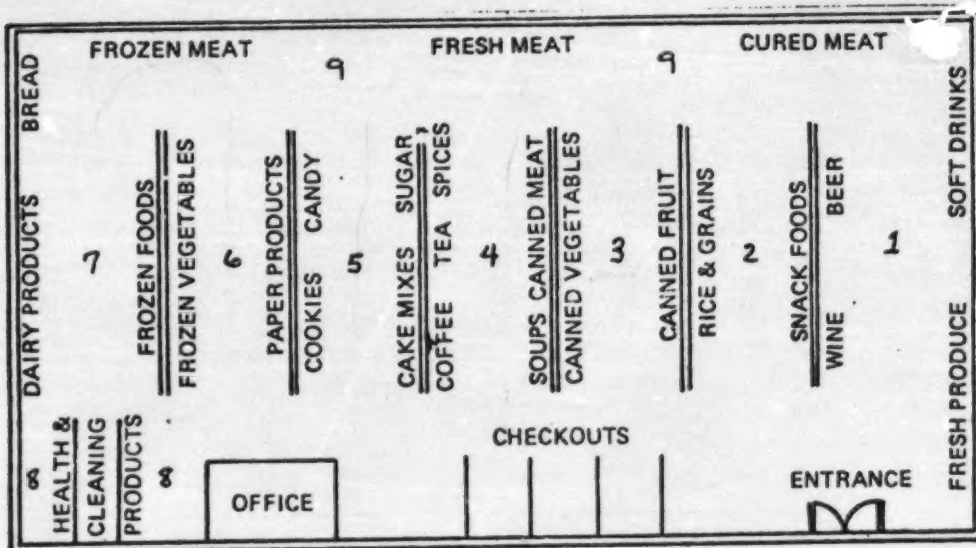
Convenience foods may cost a lot because some of the work is done for you. Weigh the extra cost of convenience against the time and energy needed to prepare the food yourself.



LEARNING ACTIVITY FOUR

A LIST FOR LOW ENERGY SHOPPERS

Directions: Using this store layout and the following food items, make a shopping list arranging the items in a way which would save energy for the aged homemaker at the store and write the aisle number next to the item. Write your list in the place provided for Learning Activity Four on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 27 and see if your answers are correct. Change the incorrect answers on your answer sheet.



sugar
4 chicken legs
5 turkey pot pies
lettuce
chocolate chip cookies
milk

canned peaches
brownie mix
frozen french fries
canned green beans
cinnamon
rice

coffee
cream of mushroom soup
laundry detergent
hamburger
apples
bread



CHOOSING A MARKET FOR LOW ENERGY SHOPPERS

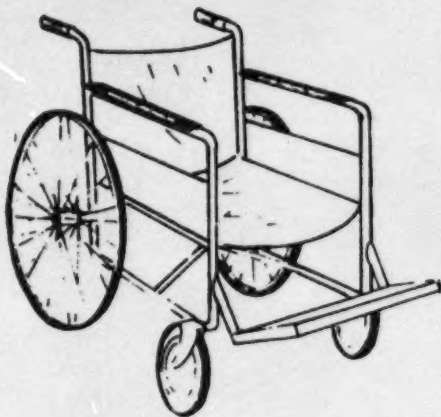
The homemaker with a low energy level must consider the location of the store first. A market within walking distance of home is best. Otherwise, transportation must be arranged. If public transportation is used, less food can be carried at one time. A small store may save steps when shopping but variety may be limited and prices may be higher than in a larger store. The amount of help as well as the number of open checkouts is important in saving both time and energy.

PURCHASING FOOD FOR LOW ENERGY SHOPPERS

Shopping for many items at one time takes both time and energy. Short, frequent trips to the store will take less energy in the long run. Only what is needed on each visit should be purchased. Only a few canned foods on each trip will make the return home easier to manage because the groceries will not be as heavy. Shopping should be done, if possible, at a time when the store is least crowded. Less time will be spent waiting for checkout and moving through the store to select food. In purchasing food, the elderly homemaker with low energy may need some help. Help is available in most stores and purchasers should be willing to take advantage of it. Being afraid to ask for help will not accomplish anything! Equipment is available which can help the aged homemaker get the groceries home. A small shopping cart which can be pushed or pulled will lighten the load of groceries going home. If a cart cannot be purchased and public transportation is used, a large canvas shopping bag will eliminate carrying paper bags with both hands and the possibility of tearing the bag and spilling groceries.



If walking is very tiring for the elderly homemaker or if a wheelchair is used, shopping can still be accomplished. Using a lap tray for a few items or a deep basket for more things, the desired foods can be gathered. Help may be needed to reach certain foods and care should be taken in choosing a store which has enough help and wide aisles to accomodate wheelchair homemakers.



Let's review.

What can be done to help the aged homemaker with low energy?

1. list foods in the order of the store layout
2. plan to use nutritious convenience foods
3. select a market close to home
4. use a shopping cart to carry groceries to and from the store
5. use a shopping bag if a cart is unavailable or when using public transportation
6. use a wheelchair and lap tray
7. choose a store with wide aisles and adequate help available

LEARNING ACTIVITY FIVE

FOOD PURCHASING FOR LOW ENERGY SHOPPERS

Directions: Low energy can be a real handicap in the area of food purchasing. Shopping can be a very tiring chore or it can be a pleasant task. Our goal is the high energy homemaker in the middle. Look at the picture below and write the energy saving help suggested by each drawing in the place provided for Learning Activity Five on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 27 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.



MAKING A LIST IF VISION IS LIMITED

When an older person has limited vision, making a list can be difficult. A magnifying glass will help with writing and reading needed items. Storing food one layer deep at home will help in seeing what is on hand and what is needed from the store. Food will not be pushed to the back and stored for long periods. A glance will tell the homemaker what is needed by comparing what is planned with what is on hand.



CHOOSING A MARKET IF VISION IS LIMITED

The homemaker with limited vision needs a store with clear directions and shelves which make products easy to see. Enough light is important and wide, uncluttered aisles will make the shopping safer and more comfortable.

For limited vision:

1. choose a store with clear directions and easy to see product displays
2. look for wide, uncluttered aisles
3. store items one layer deep
4. use a magnifying glass

PURCHASING FOOD IF VISION IS LIMITED

The elderly homemaker with limited vision needs the same helps at the store that were used in making a list. A magnifying glass allows reading of labels and unit pricing information. This can be worn around the neck on a string to keep it handy so the shopper will not spend time looking for it each time something should be read. Also, extra time may be needed for shopping especially if the store is unfamiliar. Items may be harder to find depending on the extent of the visual impairment and whether or not glasses are worn.

LEARNING ACTIVITY SIX

LIMITED VISION

Directions: Read the case study and follow the directions at the end.

Meet Robert and Sarah Pauling.



Mr. and Mrs. Pauling have been married 45 years. They live in a small apartment in a complex especially designed for the elderly. Each apartment is separate and there are no group meals. Mr. and Mrs. Pauling are both losing their vision. Mrs. Pauling wears glasses but even with those, she cannot see well. In the place provided on your Answer Sheet for Learning Activity Six, write five adaptations Mr. and Mrs. Pauling could use to help their limited vision when making a list, selecting a market, or purchasing food. After writing your answers on the Answer Sheet, turn to the Self-Check on page 27 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

50



MAKING A LIST FOR SPECIAL NUTRITIONAL NEEDS

Many elderly homemakers have special nutritional needs. The basic four food groups are a good guide in planning daily meals.

Meat, poultry, fish, and eggs	2 - 3 oz. servings
Fruits and vegetables	1 citrus fruit
	1 green leafy or yellow vegetable
	2 others
Breads and cereals	4 servings
Milk and dairy	2 servings

High cholesterol, high sodium, and high calorie foods should be limited. High fiber foods and nutritious liquids such as fruit juices and milk should be included. For more detailed information, ask your teacher for the module, *Adaptations of Homemaking Skills for the Aged: Nutritional Needs*.

CHOOSING A MARKET FOR SPECIAL NUTRITIONAL NEEDS

When choosing a market with special nutritional needs in mind, look for freshness and quality of produce for fiber needs. Check the meat department as well as the entire store for sanitary practices.

PURCHASING FOOD FOR SPECIAL NUTRITIONAL NEEDS

In purchasing food, the elderly homemaker with special nutritional needs can do some comparisons at the store. Nutritional labeling, if used correctly, can help determine content of some foods. This is especially important when the homemaker is on a special diet such as a low calorie diet. Labels will indicate the ingredients in the order of their amounts in the food. Not all foods are required to have nutritional labeling. Whole grain cereals, low cholesterol foods, margarine instead of butter, and vegetables and fruits are especially important in the diets of the aged.

Let's review adaptations for special nutritional needs.

1. look for fresh, good quality fruits and vegetables
2. look for sanitary practices in the store and especially in the meat department
3. use the basic four food groups to make the list
4. limit high cholesterol and high calorie foods
5. include high fiber foods and nutritious liquids

LEARNING ACTIVITY SEVEN

NUTRITIONAL NEEDS

Directions: Read the case study and follow the directions at the end.

Martha Mills lives by herself in a small apartment. She is 67 years old. Since her husband John died she has become more involved with her church and volunteer work. She always tries to eat a balanced diet using the basic four as her guide. She knows she should eat daily:

meat, poultry, fish, and eggs	2 servings
fruits and vegetables	1 citrus fruit
	1 green leafy or yellow vegetable
	2 others
bread and cereals	4 servings
milk and dairy	2 servings

Check the following daily menu to see if she has planned using the basic four as a guide.

Breakfast
sweet roll
milk

Lunch
hamburger on bun
french fries
coke

Dinner
baked fish
collard greens
rice with gravy
iced tea
ice cream

In the space provided on your Answer Sheet for Learning Activity Seven, write which food groups are missing items, if any, and suggest foods to include to fill in the missing items. After writing your answers on the Answer Sheet, turn to the Self-Check on page 27 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.



MAKING A LIST WHEN STORAGE SPACE IS LIMITED

What can be done to make meal planning and shopping easier for the homemaker with limited storage space? The shopping list should include only those items needed for the time in-between trips. These items will be used and space made for items from the next buying trip. The list should limit canned food and the things that the store has year round. These can be purchased as needed.

Impulse buying of items not included on the list will only increase the load to carry, decrease storage space, and add to food costs.

CHOOSING A MARKET WHEN STORAGE SPACE IS LIMITED

The aged homemaker with limited storage should look for a store that has single serving canned foods. Some convenience foods are good because they are pre-prepared. Each ingredient does not need to be purchased separately and stored. Some examples are hamburger helper, frozen TV dinners, spaghetti mixes, canned meat dishes, and brown'n'serve rolls.



PURCHASING FOOD WHEN STORAGE IS LIMITED

Limited storage is a factor both in making a list, selecting a market, and in purchasing. Items desired and included on a list may come in inconvenient sizes for the storage space available. If possible, these should be broken into manageable quantities and grocery stores encouraged to carry small quantity canned goods and single serving sizes.



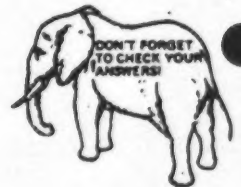
LEARNING ACTIVITY EIGHT

FOOD PURCHASING

Directions: In the space provided for Learning Activity Eight on your Answer Sheet, circle the adaptations listed below in the puzzle on your Answer Sheet for each problem the aged homemaker might have in purchasing food.

Low food budget:	food stamps compare prices unit pricing coupons ads specials extra services
Low energy:	cart shopping bag
Limited vision:	directions help light
Special nutritional needs:	clean quality
Limited storage:	single serving repackaging

After circling these adaptations on the Answer Sheet, turn to the Self-Check on page 27 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.



LEARNING ACTIVITY NINE
FOOD PURCHASING SUMMARY

Directions: In the space provided on your Answer Sheet, write three adaptations you can remember for each problem listed to help the aged homemaker when making a list, choosing a market, and purchasing food. After writing your answers on the Answer Sheet, turn to the Self-Check on page 28 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

- A. Low food budget
- B. Low energy
- C. Limited vision
- D. Special nutritional needs
- E. Limited storage



FOOD PURCHASING

QUEST ACTIVITIES

1. Make a filmstrip, a bulletin board, or a slide presentation to teach others about one of the elderly's food purchasing needs.
2. Write a case study which illustrates how an older person can cope in food-related tasks with one of the problems discussed in the module.
3. Accompany an older person to the store and help them with purchasing food. Write a description of your experiences.
4. Plan a week's menus for an older person on a low calorie diet. Make a shopping list from these menus.
5. List suggestions for a grocery store designed for an elderly population, keeping in mind the physical limitations and what features should be added or removed from a normal store.
6. To experience how it feels to be visually impaired:
 - A. Blindfold yourself. Try to put away groceries.
 - B. Go into a dimly lit room or closet. Try to read the small print on a food label.

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED: FOOD PURCHASING

SELF-CHECK

LEARNING ACTIVITY ONE — PAGE 2

1. low food budget
2. low energy
3. limited vision
4. special nutritional needs
5. limited storage

LEARNING ACTIVITY TWO — PAGE 10

B, D, E, G

LEARNING ACTIVITY THREE — PAGE 11

1. coupons and ads
2. make a list
3. use store brands
4. convenience foods
5. unit pricing
6. limit buying of snack foods and desserts
7. food, not pills

LEARNING ACTIVITY FOUR — PAGE 15

Shopping List

1. lettuce, apples
2. rice
3. canned peaches, canned green beans
4. cinnamon, coffee, cream of mushroom soup
5. brownie mix, sugar, chocolate chip cookies
6. frozen french fries
7. milk, bread, turkey pot pies
8. laundry detergent
9. chicken legs, hamburger

LEARNING ACTIVITY FIVE — PAGE 18

1. choose a store close to home
2. use a wheelchair
3. use a canvas shopping bag
4. use a shopping cart
5. use a lap basket
6. shop when the store is not busy

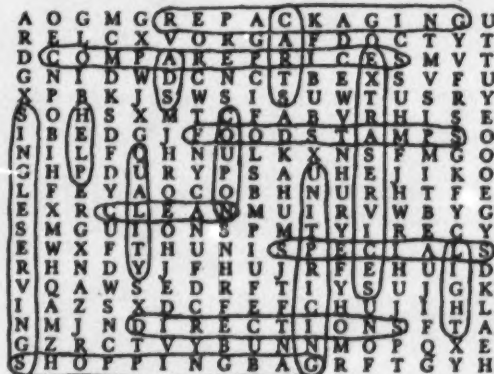
LEARNING ACTIVITY SIX — PAGE 20

1. use a magnifying glass
2. select a store with wide aisles
3. take extra time
4. store food one layer deep
5. choose a store with clear directions

LEARNING ACTIVITY SEVEN — PAGE 22

Fruits and vegetables: missing one citrus fruit
and one other vegetable

LEARNING ACTIVITY EIGHT — PAGE 24



LEARNING ACTIVITY NINE — PAGE 25

A. *Low food budget*

1. limit high priced low nutrition foods
2. have substitutes in mind for expensive foods
3. use ads and coupons to find food on sale
4. use a list
5. do not buy vitamin and mineral pills unless prescribed by a doctor
6. buy store brands of less expense
7. buy convenience foods if cost is not too high
8. use unit pricing
9. compare prices at different stores
10. food stamps
11. consider cost of special services

B. *Low energy*

1. make a list with store layout in mind
2. buy convenience foods
3. choose a store within walking distance
4. use a shopping cart or a shopping bag
5. make short, frequent trips to the store
6. buy or a few heavy canned foods at once
7. use a wheelchair
8. shop when store is least crowded

C. *Limited vision*

1. use a magnifying glass
2. choose a store with clear directions and easy to see food displays
3. store food one layer deep

D. *Special nutritional needs*

1. look for freshness and quality of produce
2. check store and especially meat department for sanitation
3. use the basic four to plan meals
4. limit high cholesterol, high calorie foods and high sodium
5. include high fiber foods and liquids
6. use nutritional labeling

E. *Limited storage*

1. include on list only those foods needed between trips
2. look for single serving canned foods
3. use convenience foods